



Cross High

1293 Old Hwy 6
Cross, SC 29436

Grades	7-12 Middle School	
Enrollment	365 Students	
Principal	J. Robb Streeter, Jr.	843-899-8900
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

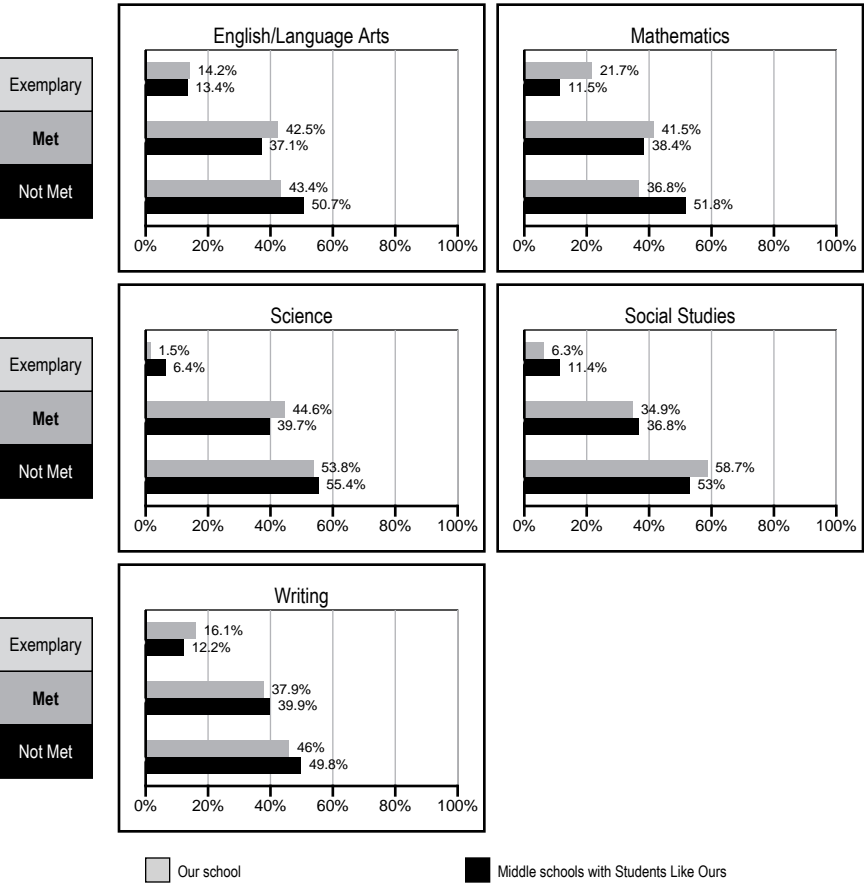
94.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	38	23

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.2%	87.8%
English 1	90.5%	84.2%
Physical Science	N/A	33.8%
US History and the Constitution	0.0%	N/A
All Subjects	90.7%	85.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=365)				
Students enrolled in high school credit courses (grades 7 & 8)	17.3%	Up from 11.1%	15.6%	21.6%
Retention rate	0.6%	Down from 1.5%	2.3%	1.2%
Attendance rate	96.2%	Up from 95.9%	95.5%	95.9%
Eligible for gifted and talented	5.6%	Up from 4.2%	5.6%	14.8%
With disabilities other than speech	20.2%	Down from 21.4%	14.1%	12.6%
Older than usual for grade	5.2%	Up from 4.3%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.3%	0.6%
Annual dropout rate	0.8%	Up from 0.0%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	60.6%	Up from 48.5%	54.3%	56.9%
Continuing contract teachers	66.7%	No Change	62.2%	72.7%
Teachers with emergency or provisional certificates	29.0%	Up from 25.8%	14.4%	5.3%
Teachers returning from previous year	88.2%	Up from 87.0%	76.3%	82.9%
Teacher attendance rate	95.6%	Up from 94.2%	94.8%	95.2%
Average teacher salary*	\$50,337	Up 10.0%	\$44,507	\$46,599
Professional development days/teacher	21.6 days	Up from 18.5 days	10.3 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 17.5 to 1	16.8 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 88.3%	89.1%	89.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	80.1%	Up from 71.7%	95.7%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$11,470	Up 11.4%	\$9,939	\$7,645
Percent of expenditures for instruction**	56.9%	Up from 54.4%	60.3%	63.4%
Percent of expenditures for teacher salaries**	46.4%	Down from 46.8%	53.3%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We believe one of the major reasons for our success is our effective use of technology to support standards based instruction. Our math teachers are able to plan lessons and coordinate them with the laboratory assistants. This has resulted in steady increases in student achievement as measured by both the EOC examinations and the Exit Exam. Our teachers and lab technicians attend the same staff development activities, which promote further collaboration and mutual understanding of both the content and cognitive levels of the standards and indicators addressed. Open lines of communication are the key element in this process. The mutual respect between teachers and lab techs creates a positive learning environment for our students.

Our students continue to excel in both reading and writing. We believe that the collaboration and scaffolding that takes place among our reading and English teachers plays a major role in our students' success. Because we are a 7-12 school, our high school teachers are able to plan and coordinate with our middle school teachers. This assists in preparing our middle school students for the rigor of high school courses. Teachers meet regularly, as a 7-12 staff. Once again our teachers' ability to deliver standards based instruction plays a key role in student achievement.

Lastly, the nurturing and caring environment that our teachers foster for our students plays a large role in our success. Teachers know each student on a personal level and have a profound understanding of the individual needs of the students. Teachers have high expectations for our students and therefore have high expectations of themselves in terms of creating a positive learning environment and delivering high quality instruction, on a daily basis.

J. Robb Streeter, Jr., Principal Specialist
Carl Heyward, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	39	58
Percent satisfied with learning environment	64.1%	61.5%	61.4%
Percent satisfied with social and physical environment	84.6%	67.6%	69.6%
Percent satisfied with school-home relations	64.1%	81.6%	63.6%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status NI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	95	99	41.2	43.5	15.3	74.1	84.7	82.8	No	Yes
Gender										
Male	47	100	48.8	41.9	9.3	62.8	80.7	79.3	N/A	N/A
Female	48	97.9	33.3	45.2	21.4	85.7	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	25	100	26.3	57.9	15.8	78.9	88.5	89.5	I/S	I/S
African American	68	98.5	46.9	37.5	15.6	71.9	78.4	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	82.5	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	26.7	49.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	79	98.7	45.8	40.3	13.9	72.2	79.8	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	95	99	42.4	45.9	11.8	70.6	80.2	78.9	No	Yes
Gender										
Male	47	100	46.5	44.2	9.3	65.1	77.9	77	N/A	N/A
Female	48	97.9	38.1	47.6	14.3	76.2	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	25	100	N/AV	N/AV	N/AV	73.7	85.4	87.2	I/S	I/S
African American	68	98.5	46.9	37.5	15.6	68.8	70.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.2	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	79.5	I/S	I/S
Disability Status										
Disabled	16	100	N/AV	N/AV	N/AV	33.3	45.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	79	98.7	44.4	44.4	11.1	69.4	73.5	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	72	98.6	53.8	44.6	1.5	46.2	69.2	67.5
Gender								
Male	42	100	59	38.5	2.6	41	68.4	67
Female	30	96.7	N/AV	N/AV	N/AV	53.8	70.1	68
Racial/Ethnic Group								
White	17	100	N/AV	N/AV	N/AV	69.2	78.2	79.5
African American	53	98.1	62	36	2	38	53.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	25	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.6	59.6
Socio-Economic Status								
Subsided meals	61	98.4	54.4	43.9	1.8	45.6	59.5	55.1

Social Studies								
All Students	72	98.6	58.1	35.5	6.5	41.9	74.2	72.3
Gender								
Male	33	100	62.1	27.6	10.3	37.9	73.3	71.5
Female	39	97.4	54.5	42.4	3	45.5	75.1	73.2
Racial/Ethnic Group								
White	22	100	50	43.8	6.3	50	80.5	80.7
African American	49	98	60	33.3	6.7	40	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	8.3	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.7	67.9
Socio-Economic Status								
Subsided meals	61	98.4	61.1	31.5	7.4	38.9	66	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	94	98.9	46	37.9	16.1	54	69.4	70.2	97.1	96.3
Gender										
Male	48	97.9	55.6	35.6	8.9	44.4	61.4	63.2	96.4	96.3
Female	46	100	35.7	40.5	23.8	64.3	77.9	77.5	97.9	96.4
Racial/Ethnic Group										
White	23	100	36.8	52.6	10.5	63.2	74.6	79.1	96.6	95.9
African American	69	98.6	48.5	34.8	16.7	51.5	60.1	57.6	97.3	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	86.2	N/A	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.2	62.6	96	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	68.7	N/A	95.8
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	12.5	26	26.1	95.1	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.4	61.2	95.6	96.9
Socio-Economic Status										
Subsidized meals	78	100	49.3	35.6	15.1	50.7	61	58.9	97.5	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	49	98	54.8	31	14.3	45.2
	8	46	100	27.9	55.8	16.3	72.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	49	98	47.6	47.6	4.8	52.4
	8	46	100	37.2	44.2	18.6	62.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	49	98	57.1	40.5	2.4	42.9
	8	23	100	N/AV	N/AV	N/AV	52.2
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	49	98	69	23.8	7.1	31
	8	23	100	35	60	5	65
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	46	97.8	48.8	37.2	14	51.2
	8	48	100	43.2	38.6	18.2	56.8

Abbreviations for Missing Data

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